

# Regional Plan for Texas Higher Education\*

November 1, 2004

## Texas Higher Education Coordinating Board

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November 1, 2004

Texas Higher Education Coordinating Board  
P.O. Box 12788  
Austin, TX 78711  
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## The Texas Higher Education Coordinating Board

Board Members	Term	Hometown
Mr. Jerry Farrington, <i>Chairman</i>	2001-2007	Dallas
Mr. Robert W. Shepard, <i>Vice Chairman</i>	1997-2009	Harlingen
Ms. Cathy Obriotti Green, <i>Secretary of the Board</i>	1999-2005	San Antonio
Mr. Neal W. Adams	2001-2007	Bedford
Ms. Laurie Bricker	2004-2009	Houston
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Mr. Paul Foster	2004-2009	El Paso
Mr. Gerry Griffin	1999-2005	Hunt
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Mr. George L. McWilliams	2004-2007	Texarkana
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Mr. Curtis E. Ransom	2001-2007	Dallas
Mr. A. W. "Whit" Riter, III	2004-2005	Tyler
Mr. Terdema L. Ussery, II	1999-2005	Dallas

### Mission of the Coordinating Board

The Texas Higher Education Coordinating Board's mission is to work with the Legislature, Governor, governing boards, higher education institutions and other entities to provide the people of Texas the widest access to higher education of the highest quality in the most efficient manner.

### Philosophy of the Coordinating Board

The Texas Higher Education Coordinating Board will promote access to quality higher education across the state with the conviction that access without quality is mediocrity and that quality without access is unacceptable. The Board will be open, ethical, responsive, and committed to public service. The Board will approach its work with a sense of purpose and responsibility to the people of Texas and is committed to the best use of public monies. The Coordinating Board will engage in actions that add value to Texas and to higher education; the agency will avoid efforts that do not add value or that are duplicated by other entities.

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## Executive Summary

This report was developed in response to Texas Education Code 61.051(i), requiring the Coordinating Board to develop a long-range plan for higher education, by region (summarized in Appendix A). A wide variety of factors, including educational attainment of the current population, existing degree programs, programs where significant unmet need may exist, programs provided by independent institutions, and geographic areas of the state which may have a greater need for higher education services (based on the current and projected population, distance from other educational resources, and economic trends) were reviewed. In addition, through a cooperative effort with the Texas Education Agency, the Coordinating Board is for the first time able to track public school students through higher education enrollment and degree completion. As a result, a discussion of the 1992 cohort of public school seventh-grade students by ethnicity, gender and region as they enrolled in and graduated from public higher education by 2003 is now possible. Analysis of this and other longitudinal data offers more detailed and definitive information that can lead to better policy decisions for improving higher education in Texas.

The following observations may be made concerning public higher education in Texas:

1) Demographic changes will continue to affect Texas higher education.

- The state's population, particularly the age 15-to-34 group, is expected to increase significantly in the Central, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande regions (representing 95 percent of the state's total growth and 93 percent of the 15-34 population growth—the 93 percent increasing from an estimate of 88 percent two years ago). These five regions are labeled high-growth regions.
- Three regions, the Metroplex, Gulf Coast, and South Texas, will account for almost 77 percent of Texas' enrollment growth from 2003 through 2015, based on enrollment targets established by the state's public higher education institutions.

2) Overall, a broad range of educational opportunities are available to students in all regions. Of concern, however, are two underlying issues: a) critical field areas where programs are available, but students are not enrolling and graduating in sufficient number to meet job market demand; and b) whether high-demand programs are needed in regions where they are not currently available.

3) Enrollment growth at two-year colleges will pose new challenges.

- As university tuition and fees increase, a greater proportion of students may enroll in two-year colleges. Additional state assistance will likely be necessary to accommodate more students.
- Community colleges will need more than an estimated 10,250 additional faculty and universities will need an estimated additional 7,504 faculty by 2015 if enrollment targets are achieved, no changes are made in how higher education services are delivered, and current faculty/student ratios are maintained.

## High-Growth Regions

Analysis of each high-growth region offers information about the status of higher education in those regions. Along with discussion of high-growth regions, this report reviews each region by the availability of high-demand programs. High-demand programs were determined by tallying higher education awards earned statewide in 2003, specifically certificate programs with 100 or more graduates, associate programs with 100 or more degrees awarded, baccalaureate programs with 200 or more degrees awarded, master's programs with 50 or more degrees awarded, and doctoral programs with 30 or more degrees awarded. **Central Texas** offers a wide variety of programs from the certificate to professional level. However, with enrollment limited at The University of Texas at Austin and Texas A&M University and with rapid growth at Texas State University-San Marcos, the Round Rock Higher Education Center (a partnership with Texas State University-San Marcos, Austin Community College and Temple College), and the Tarleton State University–Central Texas University System Center in Killeen must accommodate regional increases in university enrollments.

Additional opportunities may need to be provided to students who are unable to travel for their education or unable to gain admission to the region's universities, which are working to increase student diversity.

The **Gulf Coast** also offers a wide range of programs and has established new access points with the addition of multi-institution teaching centers (MITCs) and university system centers (USCs). In addition, the strengthening of facilities and programs at both Prairie View A&M University and Texas Southern University will help accommodate expanding student enrollments in the region.

Community colleges in the region are targeting an increase of over 70,000 students by 2015. Existing facilities are likely to be inadequate to meet that increase. The region has a large number of institutions, however, and there appears to be some near-term potential for the shared use of facilities among them.

The Texas Workforce Commission<sup>1</sup> projects that the Gulf Coast will add more jobs through 2010 than any other workforce development area in the state. Computer-related occupations account for eight of the 10 fastest growing occupations in the region.

Higher education enrollment in the region is among the most racially and ethnically diverse in the state.

The **Metroplex** is well-served in high-demand degree programs.

Additional enrollment capacity is available at some universities, as well as at the Universities Center at Dallas and the University of North Texas System Center at Dallas.

The Dallas County Community College District and Tarrant County Community College District have both reported dramatic enrollment increases from 2000 through 2004. As with community colleges in other regions, the region's community college districts'

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<sup>1</sup> From the Texas Workforce Commission's "Jobs in the 21st Century," December 2003.

current facilities are likely to be inadequate to handle future enrollment increases.

The region is predicted to experience a greater increase in 15-to-34 year olds and overall population than any other region.

**South Texas** has an extremely low high school diploma attainment rate among its adult (over age 25) population. Collaborations between higher education and public education continue to be critical if students are to graduate from high school and continue into higher education. The rapid growth in the region will require many new qualified employees in health care and teaching.

If institutions in the region meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, enrollment in the region's universities will increase by 36,292 students—more than in any other region and more than the combined growth of seven of the other regions. In addition, the region is expected to rank third in enrollment growth at its two-year colleges. To serve these students, the region's institutions will need to attract more faculty.

Several of the high-demand degree programs available in other parts of Texas are not available in this region. As state budgets remain tight, institutions in the region should continue to collaborate and extend partnerships to develop these opportunities.

The **Upper Rio Grande** has low high school diploma attainment levels among its adult (over age 25) population. To improve educational attainment over time, it is important to continue to develop P-16 collaborations already in place to encourage and mentor students to complete high school and continue into college. Adult education efforts remain critical, as in all regions where high school attainment levels of the adult population are low.

The distance between El Paso (the city with the majority of the region's population) and the rest of the state, and the fact that the region leads the state in the percentage of students remaining in the region for higher education, makes it essential that program offerings support the needs of the region. Fewer programs are offered in this region than in the other four high-growth regions, primarily because there are relatively few institutions and a relatively smaller population.

Partnerships, such as the program in which The University of Texas at El Paso and El Paso Community College facilitate student transfer between both institutions by using a common application for those students who want to attend both concurrently, should be continued.

As plans for graduate-level medical programs proceed, the two-year college in the region will likely experience an increase in the need for educating medical technicians (surgical, operating room, etc.) and medical administrative programs. However, the region is relatively isolated and may therefore have limited career opportunities for these graduates.

## Conclusions

The report concludes with recommendations that build upon recommendations originally presented in 2002:

- The state should ensure that all regions have access to quality undergraduate and graduate education opportunities.
- The Coordinating Board should study future faculty needs at all levels of higher education throughout the state.
- Coordinating Board staff will meet with representatives of institutions in each region to discuss any unmet high-demand degree program needs in their regions. Program proposals submitted to address unmet needs would continue to go through the Coordinating Board's normal review and approval process and would be considered in the context of statewide needs. We anticipate that in some instances, multi-institutional partnerships, other collaborations, and distance delivery programs will be the most appropriate means to provide access to some program needs.

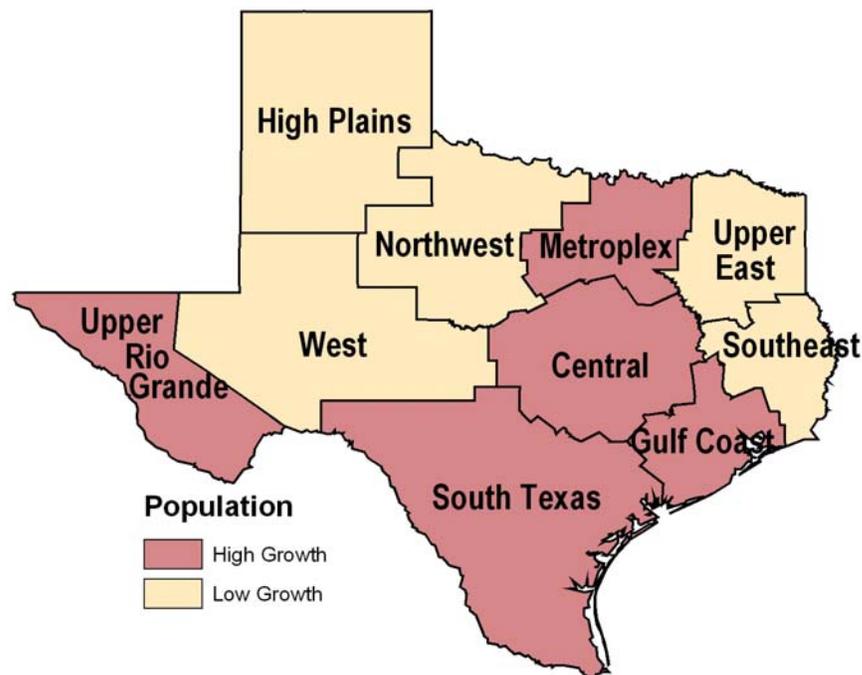
## Higher Education Factors by Region

A variety of factors, including existing degree plans, programs where significant unmet need may exist, programs provided by independent institutions, and geographic areas of the state which may have a greater need for higher education services (based on the current and projected population, distance from other educational resources, and economic trends) were reviewed for this report. This section reviews factors affecting higher education and its delivery from a statewide and regional perspective, including:

- Identification of the 10 higher education regions
- Current and projected population demographics
- Educational attainment of Texans
- Forecasted growth of workforce
- High-demand certificate/degree programs
- Higher education enrollment within/outside a student's region of residence
- Projected need for additional faculty
- Tracking a cohort of Texas public seventh-grade students through higher education enrollment
- Summary

### The Higher Education Regions

Figure 1  
Texas Higher Education Regions  
Based On Population Growth Projections Through 2015



For the past several years, the Coordinating Board has provided statewide and regional higher education data and analyses. Boundaries for the 10 regions were adopted from the State Comptroller's 13 regions and the Texas Workforce Commission's 28 local workforce development areas.

The Texas State Data Center projects that five regions in the state (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande) will have the largest increases in the total 15-to-34 population and the Hispanic 15-to-34 population (which accounts for 93 percent of both the age 15-to-34 population and the state's age 15-to-34 Hispanic population), as well as the greatest increases in total population (by number and percent). In addition, 95 percent of the total population growth between 2000 and 2015 is expected in the same five regions.

Also, if the public institutions reach the enrollment targets they established for the state's *Closing the Gaps by 2015* higher education plan, two-year college enrollments will increase the most (by 202,253 students, compared to 123,868 university students). The Metroplex, Gulf Coast, and South Texas regions at both the university and two-year college levels account for 77 percent of the targeted enrollment growth.

A much lower population growth rate is expected in the other five regions of the state (High Plains, Northwest Texas, Southeast Texas, Upper East Texas, and West Texas), but they continue to account for a large part of the state's population that must be served by higher education institutions. As an example, Texas Tech University provides a broad range of educational opportunities throughout the High Plains region and offers numerous outreach programs beyond the region.

More information on the current and projected population of each region is provided in Appendix B. Table 1, on the following page, provides information on current programs, current and projected population by region and cities likely to contribute significant numbers of students to institutions in regions bordering another state or Mexico.

Different regions of the state must overcome different challenges to provide quality higher education opportunities. Five high-growth regions have been identified based on factors which reflect a significantly greater need for higher education services (such as the current population, projected population, distance from other educational resources, and economic trends).

Table 1  
Selected Information by Region: Programs, Current and Projected Population, and Neighboring Cities

Total	Programs (Duplicated <sup>1</sup> )	Central	Gulf Coast	High Plains	Metroplex	Northwest	South Texas	Southeast Texas	Upper East Texas	Upper Rio Grande	West Texas
1,226	<b>Certificates</b>	134	287	43	297	58	189	42	94	27	55
1,755	<b>Associate's (Two-year college technical only)</b>	231	379	81	346	65	307	73	136	60	77
1,883	<b>Baccalaureate</b>	325	335	162	358	43	299	133	54	96	78
1,719	<b>Master's</b>	337	336	157	356	23	256	81	47	86	40
590	<b>Doctoral</b>	211	112	64	151	0	34	5	0	13	0
24	<b>Professional</b>	5	8	4	4	0	2	1	0	0	0
Total	Population	Central	Gulf Coast	High Plains	Metroplex	Northwest	South Texas	Southeast Texas	Upper East Texas	Upper Rio Grande	West Texas
20,851,820	<b>Total 2000</b>	2,309,972	4,854,454	780,733	5,487,477	549,267	3,884,115	740,952	1,015,648	704,318	524,884
28,064,031	<b>Total 2015</b>	3,135,259	6,800,967	873,638	8,088,097	569,238	5,140,114	811,900	1,175,417	900,017	569,384
6,980,973	<b>Age 15-to-34, 2000</b>	861,677	1,634,772	255,038	1,876,431	166,664	1,275,319	221,736	291,115	237,223	160,998
9,083,967	<b>Age 15-to-34, 2015</b>	1,034,555	2,223,275	292,375	2,535,532	179,086	1,727,195	249,199	337,425	324,436	180,889
NA	<b>Neighboring city (if any) (<i>Italics = Mexico</i>)</b>			Guymon OK, Clovis NM, Portales NM	Hugo OK, Durant OK	Ardmore OK, Frederick OK, Altus OK	<i>Acuña, Nuevo Laredo, Matamoras, Piedras Negras, Reynosa, Rio Bravo</i>	Shreveport LA, Bossier City LA	Texarkana AR, Idabel OK	Las Cruces NM, <i>Juárez</i>	Hobbs NM

<sup>1</sup> Duplicate programs may be available in the same or different regions of the state, but are not duplicated within an institution.

## Texas Educational Attainment

Educational attainment varies widely across the state. Central Texas, the Gulf Coast and the Metroplex regions lead the state in educational attainment overall. Some regions report a relatively high percentage of population with a high school credential, but with relatively low attainment of a higher education credential. Table 2 summarizes educational attainment throughout the state by region.

Table 2  
Texas Educational Attainment, by Region

	Population Over Age 25	Percentage High School Diploma (or GED) or Higher	Percentage Associate's Degree or Higher	Percentage Baccalaureate Degree or Higher
Central Texas	1,274,317	82.1	35.2	29.6
Gulf Coast	2,972,716	76.2	31.1	26.1
High Plains	607,037	75.0	24.1	18.8
Metroplex	3,416,273	79.8	33.4	27.8
Northwest	350,250	76.1	21.4	16.7
South Texas	2,304,306	68.0	22.7	17.8
Southeast Texas	476,816	75.2	18.4	13.9
Upper East Texas	665,553	75.1	20.8	15.3
Upper Rio Grande	406,613	65.6	21.7	16.7
West Texas	317,012	71.2	21.3	16.4
Statewide	12,790,893	75.7	28.5	23.2
Source: Texas State Data Center, U.S. Census.				

## Workforce Forecasted Growth

The Texas Workforce Commission provides job growth and employment prospect data for the state. Although the Regional Highlights section of this report identifies labor market data for each region, several key points from a statewide perspective are highlighted below:

- Of the Texas Workforce Commission's (TWC), 25 "Highest Paying Surveyed Occupations with Projected Annual Average Job Openings of 50 or More," 24 require a bachelor's or higher degree.
- Fifty percent of the TWC's "Fastest Growing Occupations with Employment of 1,000 or More" require a bachelor's or higher degree, and the majority of top 25 fastest growing occupations are healthcare or computer-related.

*Closing the Gaps by 2015* emphasizes some of the same statewide needs:

- *Closing the Gaps* calls for an increase in the number of graduates in technical areas (engineering, computer science, mathematics, physical science).
- *Closing the Gaps* calls for an increase in the number of allied health/nursing graduates and public school teachers.

A review of selected professions and practitioners, including discussion and recommendations regarding regional need, is provided in Appendix D.

### High-Demand Certificate/Degree Programs

#### *General.*

An analysis of degree programs available at public universities, health-related institutions, and two-year colleges statewide and regionally was conducted, with a focus on the five geographic areas with the greatest need for higher education opportunities. Additional information regarding the methodology for identifying high-demand awards is provided in Appendix C.

With more than 7,000 programs offered statewide, many certificate and degree programs have small enrollments and even fewer graduates. While these programs make an important contribution to the state, this plan focuses on the programs sought by the largest number of students.

The analysis begins with a review of high-demand certificate and associate's degree programs. While two-year colleges and their communities effectively identify instructional areas required to meet local demand, they continue to increase efforts to develop partnership agreements designed to make student transfer between institutions more efficient. Activities include traditional articulation agreements, participation in multi-institution teaching centers, and concurrent or guaranteed admission programs.

Overall, a broad range of educational opportunities are available to students in all regions, but two issues arise. First, there are critical discipline areas (mathematics, teaching, nursing) where programs are available, but students are not enrolling and graduating in sufficient numbers to meet job market demand. Second, some regions

may be underserved with regard to high-demand programs. These programs should be made available in regions where they are not currently available, as justified by student interest and community need.

#### *High-Demand Award Programs.*

High-demand degree programs were identified through a three-step process. First, all 2003 graduates of public two-year colleges, universities and health-related institutions statewide were grouped by their respective degree programs. High-demand programs were determined by tallying higher education awards earned statewide in 2003, specifically certificate programs (100 or more graduates), associate programs (100 or more degrees awarded), baccalaureate programs (200 or more degrees awarded), master's programs (50 or more degrees awarded), and doctoral programs (30 or more degrees awarded). The second step was to review the high-demand programs not available in each region, and identifying the presence of new programs which have been approved but have not yet produced graduates. The third step identified absent high-demand programs for which an institution within the region currently has planning authority<sup>1</sup> or programs which are offered by an independent institution in the region. Additional information regarding high-demand programs and the methodology applied to this plan is provided in Appendix C.

This analysis of high-demand degree programs provides a starting point for identifying potential gaps in higher education opportunities throughout the state. However, every degree program is not needed in every region of the state. This is most evident at the state's two-year colleges, where some associate's level programs were converted to certificate programs to better reflect student interest and job availability/requirements. In addition, a region of the state without a local chemical industry, for example, may have no workforce needs for doctorates in chemical engineering. Gaps in offerings are not, however, assumed to represent unmet need. Proposals for any new degree programs in these areas would have to meet all of the Coordinating Board standards related to quality, cost, and need, including documented evidence that there is a state and regional need for the program.

Most high-demand programs offered at the certificate, associate's, baccalaureate and master's levels are readily available throughout the state, but access to them to satisfy the educational needs of communities and meet the interests of students can be an issue. Unfortunately, providing access to programs does not always lead to more graduates in these critical fields. For example, nursing and education programs are widely available in every region of the state, but these disciplines do not attract and graduate enough students to meet the local and statewide employment needs. In addition, high-growth regions may require additional programs or services to meet expected increases in student demand.

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<sup>1</sup> As a preliminary step, public universities and health science centers in the state may request "planning authority" to officially begin the process of planning for and preparing a proposal for a new degree program. Two-year colleges develop academic degree programs independent of the Coordinating Board.

When the first *Regional Plan for Texas Higher Education* was published in December 2002, each of the 10 regions of the state had one or more high-demand programs that were either not available, or were not yet operational (where at least one institution in the region had received Coordinating Board planning authority for the program). As of July 2004, institutions received Coordinating Board planning authority for five of the programs “not available” in one or more regions. Also, two high-demand programs for which universities had planning authority in 2002 have since been approved for implementation.

*Program Review: Additions and Closures*

*Certificates (level 1 and 2):* Of the 1,226 new certificate programs, 934 (76 percent) were in the five high-growth regions. Higher education institutions in high-growth regions accounted for 80 percent of closed and deactivated programs (scheduled to close within three years). However, many of these programs were upgraded to new certificate programs as the technology changed, or were blended into existing and closely related certificate programs. In most cases, the program is thriving but the focus of the program may have changed.

*Associate’s (technical program) Degrees:* Of the 84 new Associate in Applied Science (AAS) and Associate in Applied Arts (AAA) programs introduced from January 2000 to August 2004, 68 (81 percent) were introduced in high-growth regions. The Gulf Coast added 21 (25 percent) of all new AAA/AAS degrees. The Upper East Texas region reported 53 (23 percent) of the 228 total AAA/AAS degree closures/mergers. The high-growth regions represent 68 (57.5 percent) of the AAA/AAS closures/mergers.

*Bachelor’s Degrees:* The South Texas region accounted for 29 percent of new bachelor’s degree programs added in Fiscal Year 2003, while all of the high-growth regions together accounted for 77.4 percent. Thirty-nine percent of the bachelor degree closures/mergers occurred in the Metroplex region, while all of the high-growth regions together accounted for 74 percent.

*Master’s Degrees:* High-growth regions accounted for 87.5 percent of the new programs (21 of 24 programs) and 89 percent of the master’s degree closures/mergers (48 of 54 programs) in Fiscal Year 2003.

*Doctoral Degrees:* High-growth regions accounted for 95 percent (17 of 18) of new doctoral programs and 95 percent of closed/merged doctoral programs (19 of 20 closures/mergers) in Fiscal Year 2003.

A summary of new and closed/merged certificate and degree programs is provided in Table 3.

Table 3  
Texas Degree Program Additions and Closures, by Region

Region <sup>1</sup>	Certificates (Level 1 & 2) January 2000 to August 2004		Associate in Applied Science (AAS) and Associate in Applied Arts Programs January 2000 to August 2004		Baccalaureate Programs FY2003		Master's Programs FY2003		Doctoral Programs FY2003	
	New	Closed	New	Closed	New	Closed	New	Closed	New	Closed
Central Texas	134	62	14	27	4	1	6	1	2	7
Gulf Coast	287	167	21	41	4	10	3	17	3	2
High Plains	43	33	0	10	3	11	1	4	1	1
Metroplex	297	192	16	33	4	24	6	23	6	10
Northwest	58	18	7	17	0	0	0	0	0	0
South Texas	189	67	16	27	9	9	4	5	3	0
Southeast Texas	42	15	1	7	0	3	1	2	0	0
Upper East Texas	94	56	6	53	0	0	1	0	0	0
Upper Rio Grande	27	14	1	3	3	2	2	2	3	0
West Texas	55	5	2	10	4	2	0	0	0	0
Statewide	1,226	629	84	228	31	62	24	54	18	20

<sup>1</sup>High-growth regions are shaded.

***Professional Degrees.***

In early 2002, the Coordinating Board developed a methodology to determine when and where new professional schools might be needed in the state. To date, the Coordinating Board has applied this methodology to medical, legal, pharmacy and veterinary education in the state. In addition, the state's registered nurse (RN) programs were reviewed, and a comprehensive review of research doctoral programs has just been completed. The methodology for each of these studies focuses on two areas: first, the need for professional services; and second, the opportunity for students throughout the state to pursue these professions. Appendix D summarizes the findings and recommendations from each report. Complete reports are available online at <http://www.thecb.state.tx.us/UHRI/ProfSchools.htm> .

**Higher Education Student Enrollment Within/Outside Region of Residence**

The percentage of each region's student population leaving the region to enroll in higher education in another region of the state varies from 15.5 to 67.1 percent for universities

and from 1.5 to 14.6 percent for two-year colleges. The wide range of out-of-region movement is most likely related to the location of institutions within the region. For example, Tarleton State University in the Metroplex Region is located in the far southwest part of the region and may attract students from the northern portion of the neighboring Central Texas Region. The high out-of-region two-year college figures may depend on location, or may reflect student interest in academic disciplines offered only in other regions. A map, by region, of the location of every degree-awarding higher education location in Texas is available at <http://www.thecb.state.tx.us/HELM/>

Students attending public two-year colleges remain primarily within their region of residence. Two-year colleges perform a key role in drawing Texas students into higher education, particularly at the local level (as noted on Table 4). Additionally, in fall 2003, more than 67 percent of the state's first-time college students enrolled at a two-year college. This percentage is projected to be even greater for the 300,000 additional students targeted by the *Closing the Gaps by 2015* plan, who may be low-income, and/or part-time students with needs that could include child care, developmental education, or evening schedules to accommodate work.

Table 4 on the following page shows student participation in Texas public institutions of higher education based on the county/region of each students' permanent address in fall 2003. Two-year college and university students of all levels (undergraduate and graduate) throughout the state are included. Students enrolled in health-related institutions are not included in this review.

Table 4  
Texas Public Higher Education Participation In or Out of Region for Fall 2003  
Public Universities and Two-Year Colleges

Percent Univ. Students Out of Region	Percent Two-Year College Students Out of Region	Region	Univ. In Region	Univ. Out Region	Univ. Total	Two-Year Colleges In Region	Two-Year Colleges Out Region	Two-Year Colleges Total	Combine In Region	Combine Out Region	Combine Total
33.6%	4.6%	Central Texas	29,116	14,762	43,878	51,967	2,505	54,472	81,083	17,267	98,350
39.8%	5.0%	Gulf Coast	67,197	44,500	111,697	114,278	6,062	120,340	181,475	50,562	232,037
18.9%	3.6%	High Plains	13,444	3,141	16,585	19,021	703	19,724	32,465	3,844	36,309
34.4%	7.0%	Metroplex	63,194	33,167	96,361	118,760	8,943	127,703	181,954	42,110	224,064
63.1%	14.6%	Northwest Texas	3,870	6,623	10,493	8,465	1,451	9,916	12,335	8,074	20,409
31.8%	14.4%	Southeast Texas	11,504	5,371	16,875	11,122	1,877	12,999	22,626	7,248	29,874
32.2%	3.2%	South Texas	55,975	26,617	82,592	103,221	3,445	106,666	159,196	30,062	189,258
67.1%	4.2%	Upper East Texas	4,650	9,474	14,124	25,913	1,129	27,042	30,563	10,603	41,166
15.5%	1.5%	Upper Rio Grande	16,142	2,953	19,095	21,227	317	21,544	37,369	3,270	40,639
48.1%	8.5%	West Texas	5,940	5,510	11,450	11,984	1,116	13,100	17,924	6,626	24,550
36.0%	5.4%	Total Texas Enrollment	271,032	152,118	423,150	485,958	27,548	513,506	756,990	179,666	936,656
100.0%	100.0%	Other Than Texas Enrollment	0	49,668	49,668	0	22,499	22,499	0	72,167	72,167
42.7%	9.3%	Total Enrollment	271,032	201,786	472,818	485,958	50,047	536,005	756,990	251,833	1,008,823
In/out figures are based on individual student enrollment patterns instead of headcount enrollment figures reported by the institutions.											

In/out-of-region figures are based on individual student enrollment patterns instead of headcount enrollment figures reported by institutions. Health-related institution enrollment is not included in this analysis.

## Projected Faculty Needs

*Closing the Gaps by 2015* goals are supplemented with intermediate targets that allow progress to be assessed during the life of the plan. In addition, each public institution of higher education provided institutional targets that allow the state to determine if *Closing the Gaps* goals will be met if institutions meet their targets. Based on these enrollment targets, general formulas were developed to project the impact of the potential increase in enrollment on the need for more faculty in each region. The calculations account only for the increase in enrollment and not for other issues, such as faculty retirements, changes in the faculty/student ratios, and other possible changes in the way in which higher education services are provided. These estimates assume classroom instruction will continue to take place using current delivery methods and maintaining the same faculty/student ratios.

Through this process, it is estimated that 17,754 additional faculty will be needed in the state by 2015. Most (57.4 percent) will be needed at two-year colleges, reflecting the growing role of those institutions in meeting the state's educational goals. The high-growth regions account for 85.3 percent of the projected faculty increase — 78.6 percent of the additional faculty expected to be needed at universities, and 90.2 percent of the additional faculty expected to be needed at two-year colleges. Tables 5 and 6 on the following page show the projected faculty needs by region and by type of institution.

Table 5  
Public University Projected Faculty Needs  
Based on Institutional Targets for *Closing the Gaps*

Region	Enrollment		Faculty	
	2015 Target <sup>1</sup>	Increase from 2003	2015 <sup>2</sup>	Increase from 2003
Central Texas	135,323	3,933	8,785	255
Gulf Coast	107,206	19,657	7,035	1,290
High Plains	44,848	9,276	3,226	667
Metroplex	117,077	29,261	6,879	1,719
Northwest	7,500	1,080	375	54
South Texas	103,870	37,442	5,590	2,015
Southeast Texas	28,622	6,889	1,637	394
Upper East Texas	10,622	4,424	670	279
Upper Rio Grande	32,600	11,949	1,688	619
West Texas	12,768	3,707	729	212
Statewide	600,436	127,618	36,614	7,504

Table 6  
Public Two-Year Colleges Projected Faculty Needs  
Based on Institutional Targets for *Closing the Gaps*

Region	Enrollment		Faculty	
	2015 Target <sup>1</sup>	Increase from 2003	2015 <sup>2</sup>	Increase from 2003
Central Texas	88,319	19,242	4,506	982
Gulf Coast	191,567	70,466	9,760	3,590
High Plains	29,567	7,900	1,321	353
Metroplex	182,099	55,105	9,203	2,785
Northwest	12,279	2,451	730	146
South Texas	143,866	36,864	6,852	1,756
Southeast Texas	14,910	3,070	832	171
Upper East Texas	34,796	1,968	1,667	94
Upper Rio Grande <sup>3</sup>	25,569	2,865	1,213	136
West Texas	17,306	4,342	946	237
Statewide	740,278	204,273	37,030	10,250

<sup>1</sup> 2015 enrollments are based on the institutional targets submitted for *Closing the Gaps*.

<sup>2</sup> Faculty projections are based on current student/faculty ratios and institutional targeted enrollment. Attempts to lower the ratio are not reflected in the above calculations.

<sup>3</sup> The region's two-year college exceeded its participation target for 2015 in Fall 2003; projected enrollment from the Coordinating Board's 2003 Participation & Success forecast was used as the target.

## The Education Pipeline

The Coordinating Board, through a cooperative effort with the Texas Education Agency and State Board of Educator Certification, now has the ability to track students from public education through enrollment and degree attainment in public higher education.

One of the first studies conducted by the agency followed the 1992 cohort of seventh-grade students through public higher education. As shown on Table 7, nearly forty percent (38.4 percent) of Texas public middle school students enrolled in Texas public higher education within six years of high school graduation. Other statewide findings include:

- A substantial number (16,959, or 6.4 percent) of the cohort did not graduate from a public high school before entering Texas public higher education. Presumably, these students graduated from Texas private high schools, out-of-state high schools, home schools, or from programs that offer high school equivalency certification, such as the GED.
- Of the cohort, 27,681 students (10.4 percent) had not yet received a higher education award (degree or certificate) but were still enrolled in 2003.
- Approximately two-thirds (66.8 percent, or 79,589 students) of the 119,187 cohort members entered higher education at a public two-year college.
- Asian and White students graduated from high school, enrolled in higher education, and earned a certificate or undergraduate degree at a much higher rate than their classmates from other groups.
- Males outnumbered females in the 1992 seventh-grade cohort, but females outnumbered males as college graduates in 2003.

**Table 7**  
**The 1992 Cohort of Texas Public Seventh-Grade Students**  
**Tracked Through Higher Education**

	Statewide	Female					Male				
		White	African-American	Hispanic	Asian	American Indian	White	African-American	Hispanic	Asian	American Indian
7th-Grade Public School Cohort (1992)	266,578	63,395	19,404	43,427	2,567	307	67,441	46,946	20,045	2,720	326
Enrolled in 9th Grade (1994)	218,937	54,330	35,215	15,802	2,214	222	56,172	36,899	15,568	2,282	233
Texas Public High School Graduate (1996-1998) <sup>1</sup>	154,294	42,587	23,331	10,764	1,881	146	42,320	22,191	9,038	1,895	141
Enrolled in Higher Education (Anytime After High School Graduation) <sup>2</sup>	119,187	31,932	14,736	6,818	1,540	97	47,105	12,245	4,662	1,553	90
Completed a Higher Education Degree or Certificate by 2003 <sup>3</sup>	35,815	14,535	4,066	1,805	888	27	10,314	2,594	861	698	27

<sup>1</sup>It is not known how many students may have left Texas, graduated from a private school, or been home-schooled.

<sup>2</sup>This includes 83,113 students enrolling the year after high school, 19,115 students enrolling the second year or beyond, and 16,959 student members of the cohort who enrolled in public higher education but did not graduate from public high school.

<sup>3</sup>Includes baccalaureate and associate's degrees and two-year certificates.

Table 8 presents this same 1992 cohort data from a regional perspective. Regarding the 1992 cohort of seventh-graders:

- Eight of the 10 regions met or exceeded the state average (13.4 percent) in terms of percentage of awards earned by the respective region's cohort members.
- Statewide, 23.2 percent of the seventh-grade cohort members who graduated from high school completed an award; nine of 10 regions met or exceeded 20 percent.
- Thirty percent of the cohort who enrolled in higher education earned a certificate or degree by FY2003. Eight regions met or exceeded the statewide average.
- Among the state's 266,578 seventh-graders in 1992, males outnumbered females in each of the 10 regions. Female high school graduates equaled or outnumbered males in nine of the 10 regions; females outnumbered males in all 10 regions for first-time enrollment in a public university, first-time enrollment in a two-year college, completion of a baccalaureate degree, and completion of an associate's degree. In seven regions, females outnumbered males in the number of certificates awarded.

Table 8  
The 1992 Cohort of Texas Public Seventh-Grade Students  
Tracked Through Higher Education, by Region<sup>1</sup>

	Statewide	Central	Gulf Coast	High Plains	Metroplex	Northwest	South	Southeast	Upper East	Upper Rio Grande <sup>4</sup>	West
7th-Grade Public School Cohort (1992)	266,578	23,955	62,207	12,066	59,925	7,710	56,532	10,679	13,832	10,897	8,775
Enrolled in 9th Grade (1994)	218,937	19,936	50,336	10,444	48,225	6,760	46,793	9,059	12,103	7,980	7,301
Texas Public High School Graduate (1996-1998) <sup>2</sup>	154,294	14,170	33,904	7,663	34,248	5,111	32,709	6,575	8,759	5,851	5,304
Enrolled in Higher Education (Anytime After High School Graduation) <sup>3</sup>	119,187	10,911	28,420	5,571	26,517	3,602	24,683	4,656	6,621	4,524 <sup>4</sup>	3,682
Completed a Higher Education Degree or Certificate by 2003 <sup>4</sup>	35,815	3,615	8,812	1,764	8,016	1,255	6,642	1,537	2,175	791 <sup>4</sup>	1,208

<sup>1</sup>Students are reflected throughout the tracking process as a member of their original region (assigned in 1992) although they may have resided in more than one region.

<sup>2</sup>It is not known how many students may have left Texas, graduated from a private school, or been home-schooled.

<sup>3</sup>Including 83,113 students enrolling the year after high school, 19,115 students enrolling the second year or beyond, and 16,959 cohort members who enrolled in public higher education but did not graduate from public high school.

<sup>4</sup>Includes baccalaureate and associate's degrees and two-year certificates.

<sup>5</sup>Education services provided near Mexico and/or other states may be affected by student movement outside of the region. For example, in fall 2003, 8 percent (1,321 students) of New Mexico State University's total enrollment (16,174 students) qualified for in-state tuition and fees by residing within 135 miles of the NMSU campus. An additional 418 Texas residents enrolled at NMSU paying out-of-state tuition.

## Summary

- *Five regions (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande) are projected to have the largest increases in the total 15-to-34 population and the Hispanic 15-to-34 population, as well as the greatest increases in total population (in numbers and percent).*
- *95 percent of the total population growth through 2015 is expected in the same five regions (Central Texas, Gulf Coast, Metroplex, South Texas, and Upper Rio Grande).*
- *Raising the educational attainment levels of all Texans, from high school/GED through higher education, becomes increasingly important.*
- *“Of the top twenty growing occupations, the majority will be found in health, computer, and education-related fields” according to the Texas Workforce Commission.*
- *More than 7,000 certificate and degree programs are available in Texas. Since 2002, seven high-demand programs have been approved or implemented in regions where they were previously not available. While new programs are added, programs are also periodically reviewed for closure or merging with related programs.*
- *High-demand certificate, associate’s, baccalaureate, and master’s degree programs are available in most regions.*
- *Increased effort is needed to enroll and graduate additional students in certain fields (teaching, nursing) even though the programs are widely available.*
- *Multi-institutional partnerships, other collaborations and distance delivery programs will provide a growing number of program opportunities throughout the state.*
- *The percentage of each region’s student population leaving the region to enroll in higher education in another region of the state varies from 15.5 to 67.1 percent for universities and from 1.5 to 14.6 percent for two-year college students.*
- *Public two-year colleges perform a key role in higher education, particularly at the local level. Of the 917,373 Fall 2003 undergraduates, 58.4 percent were enrolled in a two-year college, including 67 percent of the state’s of first-time college students.*
- *Statewide, 58 percent of the seventh-grade 1992 cohort graduated from high school; of the 154,294 students graduating from high school, 35,815 students (23 percent) earned a certificate or degree by 2003 (13 percent of the cohort).*
- *Projections indicate the need for more than 17,750 additional faculty through 2015, with 10,250 new faculty estimated for the two-year colleges.*
- *Over 85 percent of the need for additional faculty will occur in the five high-growth regions.*

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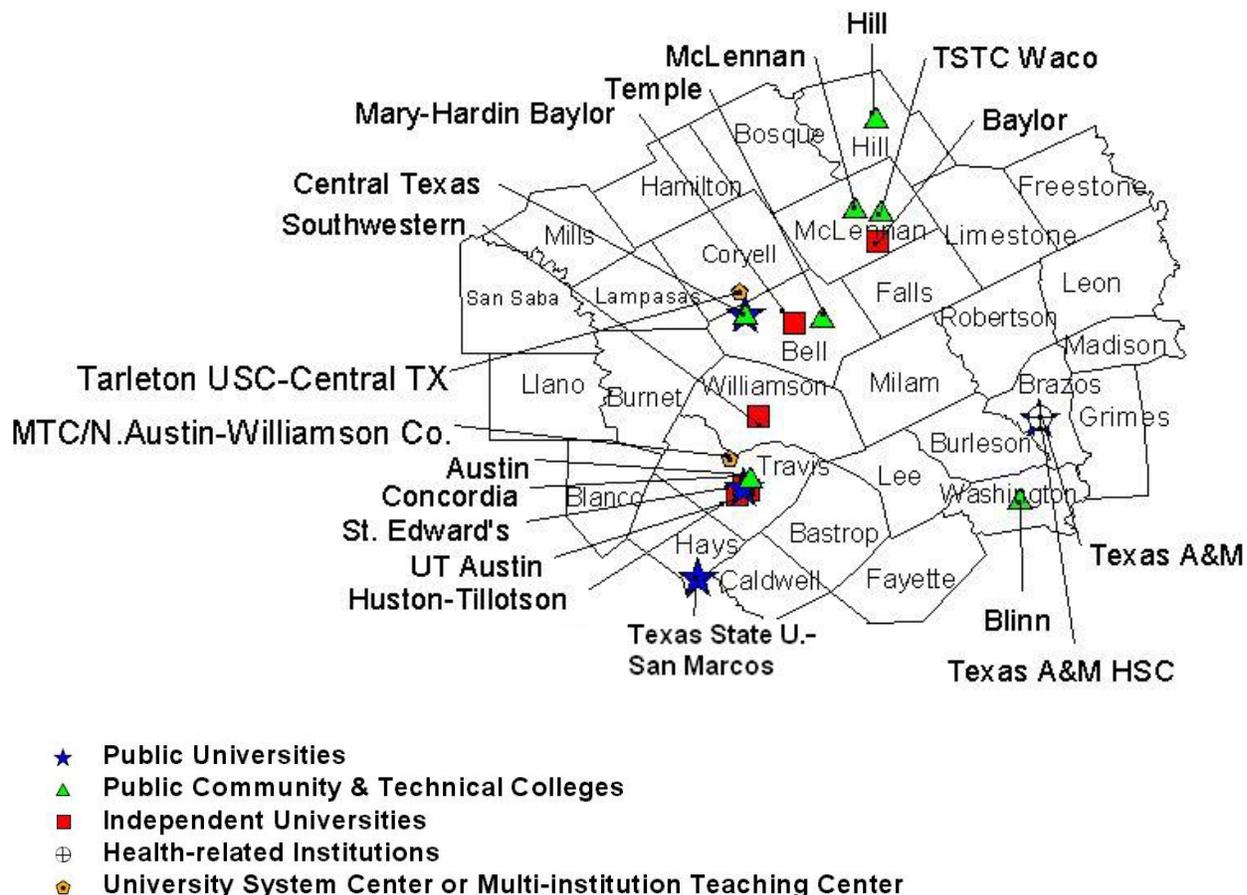
## Regional Highlights

This section provides a region-by-region synopsis of higher education in the state, beginning with the five fastest growing (high-growth) regions. Each regional synopsis includes a map identifying institutions located in the region, highlights of the region's demographics, higher education enrollment, and educational opportunities and an employment outlook. For instance, the "Enrollment" section for each region concludes with a bullet point identifying the projected number of additional faculty needed if enrollment targets set by the institutions in the region are met and no changes are made to existing processes of delivering higher education services and current faculty/student ratios are maintained. This section may also refer to participation targets established by the institutions in conjunction with the participation goal of *Closing the Gaps*. These institutional targets are separate from the statewide targets identified in the higher education plan.

Lastly, the "Educational Opportunities" section within the highlights of each region includes a summary of the region in terms of the availability of high-demand programs. High-demand programs were determined by tallying higher education awards earned statewide in 2003, specifically certificate programs with 100 or more graduates, associate programs with 100 or more degrees awarded, baccalaureate programs with 200 or more degrees awarded, master's programs with 50 or more degrees awarded, and doctoral programs with 30 or more degrees awarded.

A list of institutions by region is provided in Appendix E, and a map with links to each higher education institution (public and independent) is available at <http://www.thecb.state.tx.us/HELM/>

Figure 2  
Central Texas Region Institutions of Higher Education



\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The population of the Central Texas region is projected to increase from approximately 2,309,972 people in 2000 to 3,135,259 people in 2015 (35.7 percent growth).
- As a percentage, the population increase for the 15-to-34 age group is much lower, with an increase projected from 861,677 people in 2000 to 1,034,555 people by 2015 (20.1 percent growth).
- The racial/ethnic mix of the 15-to-34 population in the Central Texas Region in 2000 was 58 percent White, 11.6 percent African-American, and 26 percent Hispanic. The mix is projected to change to 49 percent White, 11.6 percent African-American, and 35 percent Hispanic by 2015.
- The region ranks first in educational attainment among residents age 25 and older. Within the region, 82.1 percent of people have at least a high school diploma (or GED), 32.5 percent have an associate's or higher degree, and 29.6 percent have a baccalaureate or higher degree.

## Enrollment

- The state's two largest institutions – Texas A&M University and The University of Texas at Austin – are in the region. Both institutions have self-imposed enrollment caps that will affect regional enrollment growth targets. Enrollment at these institutions has a major impact on enrollment growth not only within the region, but also statewide as students who would otherwise have enrolled in these institutions attend alternate institutions.
- Participation in higher education (4.3 percent) is slightly lower than the state average (4.5 percent), with 29,116 of 43,878 university students (66.4 percent) remaining in the region.
- Of the 54,472 two-year college students from the region, 51,967 students (95.4 percent) remain in the region. Of the 1,222 students from the region enrolled in a public health-related institution, 200 (16.4 percent) remained in the region.
- Of the region's residents enrolling in higher education in fall 2003, 69 percent were White, 11 percent were African-American, and 15 percent were Hispanic. The statewide average is 55 percent White, 11 percent African-American, and 28 percent Hispanic.
- Only 14 percent of higher education enrollment in the region was Hispanic in fall 2003, compared to 25.8 percent statewide. African-American enrollment was only 6.2 percent regionally, compared to 11 percent statewide.
- Targeted enrollment growth established by the institutions in the region is relatively low—an increase of 20,545 students. Ninety-four percent of the growth is targeted at the two-year college level.
- Universities in the region will need to add 255 faculty members and two-year colleges will need 982 more faculty members to maintain the current faculty/student ratio. The University of Texas at Austin and Texas A&M University have announced plans to hire several hundred additional faculty within the next decade.

## Educational Opportunities

- The Central Texas region has the most comprehensive program array of any region in the state, primarily because it is home to both The University of Texas at Austin and Texas A&M University.
- A few high-demand certificate programs are not available (including machinist, general office services and medical assistant), as well as a few master's-level programs (occupational therapy, physician assistant and vocational rehabilitation counseling).
- The three universities in this region draw students from every area of Texas. The missions of The University of Texas at Austin and Texas A&M University, however, will mean that increasing numbers of students from the Central Texas Region wishing to attend a public university will need to attend Texas State University at San Marcos or public universities in other regions. It is hoped that the Round Rock Higher Education Center and the Tarleton State University-Central Texas University System Center in Killeen will help accommodate expanding student needs.

## Employment

All data included in this section is from “Jobs in the 21st Century” published by the Texas Workforce Commission (TWC) in December 2003. A combination of TWC’s Brazos Valley, Capital Area, Central Texas, Heart of Texas and Rural Capital Area workforce development areas (WDA) make up the Central Texas region delineated in this higher education regional study.

- Brazos Valley: The three fastest growing occupations are in education – Secondary School Teachers, Teacher Assistants and Elementary School Teachers.
- Capital Area: Of the six occupations projected to add the most jobs over the next 10 years, four are computer-related – Computer Software Engineers/Systems Software, Computer Support Specialists and Computer Software Engineers/Applications. Twelve of the top 25 fastest growing occupations require a bachelor’s or higher degree.
- Central Texas(Austin/Waco area): This area ranks second among WDAs in terms of projected job growth. No major industry groups are expected to have fewer jobs. Occupations in the 10 fastest-growing occupations include healthcare and education-related areas, although most occupations require little education.
- Heart of Texas: Correctional Officers & Jailers and Police & Sheriff’s Patrol Officers are projected to be the two fastest growing occupations for the area. Other areas include Customer Service Representatives and Fast Food Preparation.
- Rural Capital Area: Most jobs will be added in the Child Care Workers category, while Computer Support Specialists is the fastest growing occupation. Of the top five occupations adding the most jobs, two require a bachelor’s degree.

## Recent Activities

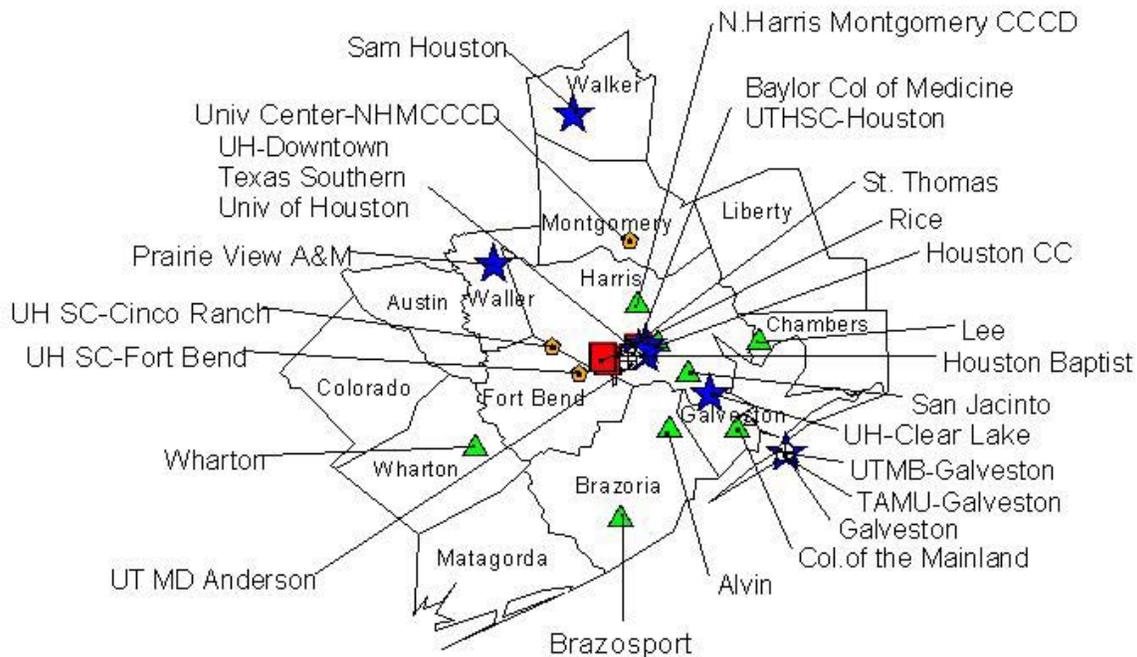
- The Texas A&M University System increased the size of the medical school class from 65 to 84 students, beginning fall 2004.
- Ground was broken for the Round Rock Higher Education Center’s first permanent building. Texas State University-San Marcos (formerly Southwest Texas State University), Austin Community College and Temple College offer classes there.

## Regional Highlights

A wide variety of programs from the certificate to professional level are offered in the region. However, because of the statewide mission and self-imposed enrollment limits at The University of Texas at Austin and Texas A&M University, and the fast growth of Texas State University-San Marcos, attention should continue to focus on the Round Rock Higher Education Center and the Tarleton State University-Central Texas University System Center in Killeen to accommodate enrollment increases in the region. The University of Texas at Austin and Texas A&M University are actively working to increase student diversity.

The statewide mission of these institutions may limit opportunities for residents of the region to participate in higher education locally. Additional opportunities may be needed to serve students who are unable to travel for their education or unable to gain admission to the universities in the region.

Figure 3  
Gulf Coast Region Institutions of Higher Education



- ★ **Public Universities**
- ▲ **Public Community & Technical Colleges**
- **Independent Universities**
- ⊕ **Health-related Institutions**
- 🏠 **University System Center or Multi-institution Teaching Center**

\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The population of the Gulf Coast region is projected to increase by 1.95 million people (40 percent growth) to 6.8 million people by 2015.
- The 15-to-34 year-old college-age population is projected to increase by 36 percent, from approximately 1.6 million people in 2000 to 2.2 million people by 2015. Among the 10 regions, only the Metroplex is expected to have a larger numerical increase for this age group
- The racial/ethnic mix among the 15-to-34 population in the Gulf Coast region for 2000 was 40 percent White, 17 percent African-American, and 37 percent Hispanic; projections for 2015 for the region are 29 percent White, 15 percent African-American, and 50 percent Hispanic.
- The population in this region ranks third in the state in the number of adults (age 25 or older) with at least a high school diploma (76.2 percent), an associate or higher degree (31.1 percent), or a baccalaureate or higher (26.1 percent) degree.

## Enrollment

- The percentage of the population participating in higher education from this region is slightly above the state average. The Gulf Coast does have more students participating in higher education than any other region.
- There are 111,697 students from the region at universities, with 67,197 students remaining in the region and 44,500 leaving the region for another Texas public university.
- In fall 2003, African-Americans accounted for 20.6 percent of the enrollment, leading all other regions and nearly twice as high as the 11 percent statewide average.
- If institutional enrollment targets are met, approximately 89,143 additional students will be enrolled in higher education in the region by 2015 and 77.9 percent of them will be enrolled at two-year colleges.
- Texas Southern has experienced a significant increase in enrollment since fall 2000. During that period the enrollment has increased from 6,886 to a preliminary fall 2004 headcount of more than 12,000 students.
- Through 2015, an estimated 1,290 more faculty members will be needed at universities and 3,590 more faculty members will be needed at two-year colleges (exceeding all other regions in the need for additional faculty at two-year colleges).

## Educational Opportunities

- Only two high-demand programs are not available or have not received planning authority in the Gulf Coast region (an associate's in General Processing and a master's in Fitness & Sports).

## Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's Gulf Coast workforce development area (WDA) delineates the Gulf Coast region in this report.

- This area is projected to add more jobs through 2010 than any other WDA and is the fifth-fastest growing WDA in the state.
- The Child Care Workers category is projected to add the most jobs. Seven of the 10 fastest growing jobs are in computer-related occupations. Additionally, several computer-related occupations are on the top-10 list of occupations adding the most jobs.

## Recent Activities

- Alvin Community College and University of Houston-Clear Lake announced a partnership in which University of Houston-Clear Lake will offer junior-, senior-, and graduate-level courses at Alvin Community College campuses in Alvin and Pearland.
- The University of Houston System's new "strategic vision" for the next decade includes raising admissions standards or capping the number of freshman students at the University of Houston and planning for significant growth (from 11,000 to 18,000 students) at the University of Houston-Downtown. Distance education and enrollment at the Cinco Ranch and Sugar Land teaching centers will help accommodate the initial growth.

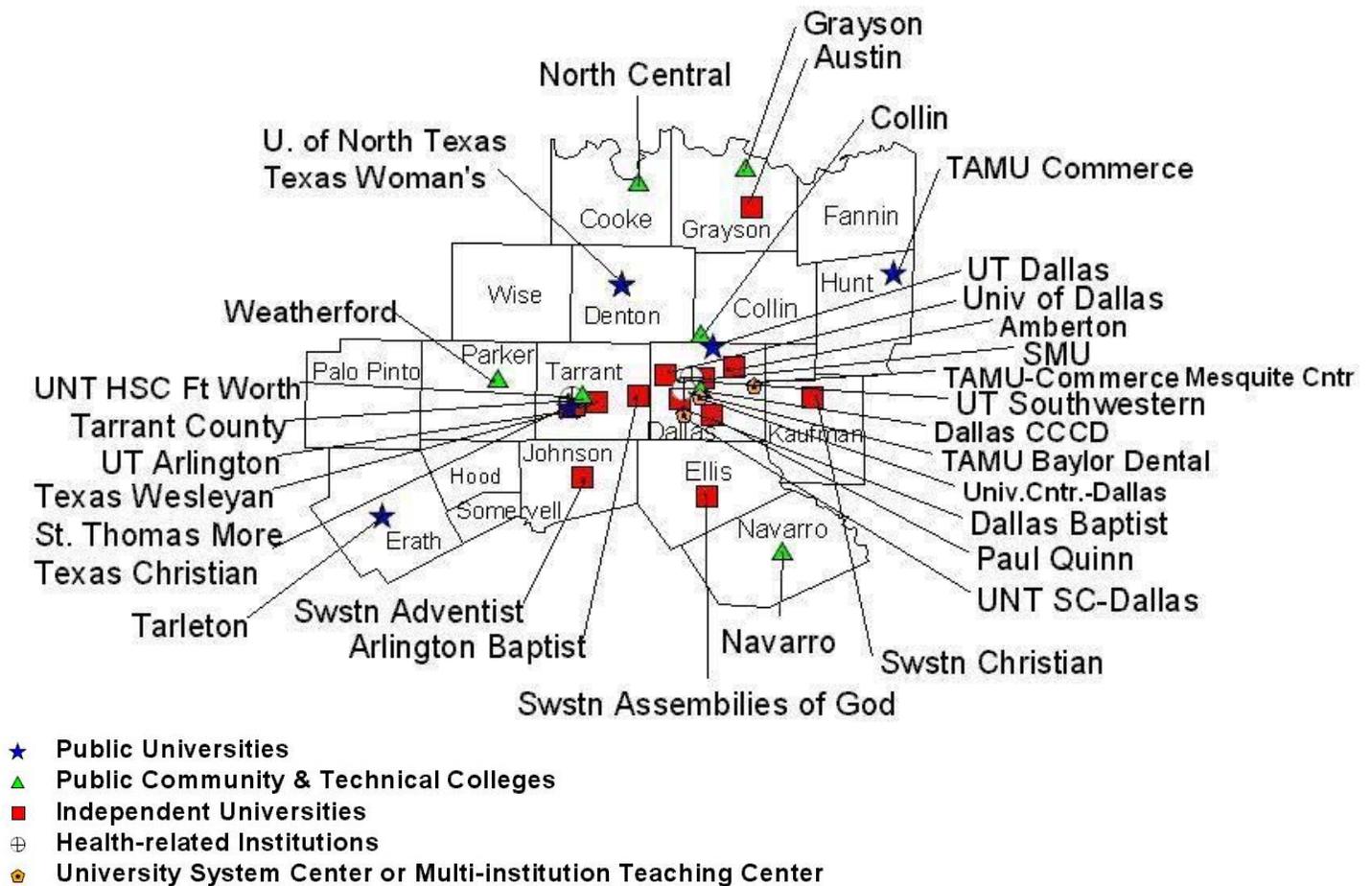
- Sam Houston State University will establish a Center of Excellence in digital forensic science, the first of its kind in Texas, to help solve computer crimes.
- Brazosport College received approval to develop baccalaureate programs in technical program areas.

### Regional Highlights

With a large number of institutions in the region and the differences in student demand across institutions in the region, the potential for the shared use of facilities, such as through the partnership underway with Alvin Community College and the University of Houston-Clear Lake remains an option for serving more students in the region.

The 77th Texas Legislature appropriated \$50 million to strengthen both Prairie View A&M University and Texas Southern University by developing facilities and new programs. Both universities have made significant strides in creating bachelor's, master's, and doctoral degree programs over the past two years to meet the plan approved by the U.S. Office of Civil Rights for these institutions. The institutions are aggressively recruiting students for each of the new programs while several new buildings at both campuses will house the new academic programs.

Figure 4  
Metroplex Region Institutions of Higher Education



\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The majority of the growth in the Metroplex is expected to occur in the counties surrounding Dallas County.
- The population of the Metroplex region is projected to increase by approximately 2.6 million people (47 percent) to 8 million people by 2015, making it the fastest growing region of the state.
- Of the 10 regions, the Metroplex has the largest 15-to-34 population and total population. It is expected to remain the most populated region through 2015.
- Currently, the racial/ethnic mix of the 15-to-34 population in the Metroplex region is 52 percent White, 14 percent African-American, and 28 percent Hispanic. With approximately a 65,555-person increase in the White 15-to-34 population and almost a 457,510-person increase in the Hispanic 15-to-34 population, the racial/ethnic mix is projected change to 41 percent White, 14 percent African-American, and 39 percent Hispanic by 2015.
- The population of the Metroplex trails only Central Texas in educational attainment, as represented by the percentage of the population over 25 that has completed high school (79.8 percent); an associate's or higher degree (33.4 percent); or a baccalaureate or higher degree (27.8 percent).

## Enrollment

- In fall 2003, 223,655 students were enrolled in public higher education in the Metroplex. Two-year colleges enrolled 56.8 percent of the students (up from 53.6 percent in 2001); universities enrolled 43.2 percent.
- Only 4.1 percent of the region's population participate in Texas higher education—lower than the state average of 4.5 percent. Of the 96,361 students enrolled in universities, 63,194 (65.6 percent) remain in the region. At the two-year college level, 118,760 (93 percent) of the 127,703 students remain in the Metroplex region.
- If institutions meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, enrollment growth (88,996 students) will exceed that of every other region and account for 26.7 percent of the statewide increase.
- If the region's *Closing the Gaps* targets are met, an additional 1,719 faculty members will be needed at universities, and 2,785 faculty will be needed at the two-year colleges in the region by 2015.

## Educational Opportunities

- At the certificate, associate's, bachelor's, master's, and doctoral levels, the institutions in the region offer a broad range of programs. Institutions in the Metroplex currently offer or have planning authority for most of the high-demand programs.
- Additional enrollment capacity is available at some universities, as well as at the Universities Center at Dallas and the University of North Texas System Center at Dallas.
- High-demand undergraduate programs not available in the Metroplex include aircraft mechanic and chemical technician at the certificate-level, and instrumentation technician and system/networking/LAN-WAN manager at the associate's level.

## Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's Dallas County, North Central Texas, Tarrant County and Texoma workforce development areas (WDA) delineate the Metroplex region in this report.

- Dallas County: This is the second largest growing WDA in the state, following the Gulf Coast area. The Customer Service Representatives category will add the most jobs while Computer Support Specialists and Desktop Publishers are the top two fastest growing occupations. Nine of the 10 fastest growing occupations require higher education.
- North Central Texas: This area is the fourth-fastest growing WDA. Six of the 10 fastest growing occupations require a bachelor's degree, and all of the top 10 are either computer-related or medical-related occupations.
- Tarrant County: This is the sixth-fastest growing WDA in the state, with six computer-related jobs included among the fastest growing occupations.
- Texoma: Aside from mining, all major industry groups are expected to grow through 2010. Few of the growth areas require higher education experience.

## Recent Activities

- The University of Texas at Dallas will begin offering a master's degree in biotechnology in fall 2004. In addition, the university received approval for a new bachelor of arts, master's of arts and master's of fine arts combining digital arts with game and interactive studies.
- The University of North Texas continues to plan for a College of Engineering located at the UNT Research Park, a former Texas Instruments plant.

#### Regional Highlights

Overall, the Metroplex is well-served by high-demand programs. As with community colleges in other regions, the region's community college districts' current facilities may be inadequate to handle future enrollment increases. If institutions meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, enrollment growth (88,996 students) will exceed that of every other region and account for 26.7 percent of the statewide increase.

Figure 5  
South Texas Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- ◆ University System Center or Multi-institution Teaching Center

\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The population of South Texas is projected to increase by 1.25 million people (32 percent) to 5.1 million people by 2015.
- The South Texas region is among the top three regions in both projected total population growth and in the growth of the 15-to-34 year-old population.
- The 15-to-34 Hispanic population in the region will total 1.3 million by 2015, the largest numeric increase of any region (not the largest percent increase).
- The current 15-to-34 population is 25 percent White, 4 percent African-American, and 70 percent Hispanic. By 2015, this 15-to-34 population is projected to be 18 percent White, 4 percent African-American, and 76 percent Hispanic.
- The region ranks ninth among the 10 regions in the percentage of population with at least a high school diploma (68 percent).

- The region's enrollment potential may be expanded to include students from the Mexico border area (including the cities of Acuña, Nuevo Laredo, Matamoros, Piedras Negras, Reynosa, Rio Bravo).

### Enrollment

- In fall 2003, there were 173,430 students enrolled in public higher education in South Texas. Of those, 107,002 were enrolled at the public two-year level (61.7 percent).
- Approximately 4.9 percent of the region's residents participate in higher education, higher than the public statewide participation rate of 4.5 percent.
- If institutions in the region meet the enrollment targets they set for the *Closing the Gaps by 2015* plan, the region will have the largest university enrollment growth of any region (an increase of 36,292 students) and more than the combined growth of seven of the other regions. Growth at the two-year college level would be the third-largest among the regions.
- If institutions achieve these targets, an additional 2,015 faculty members will be needed at the university level and 1,756 faculty members will be needed at the two-year college level by 2015.

### Educational Opportunities

- All of the major cities in the region have access to a college or university.
- South Texas has a large array of programs offered at the certificate, associate's and bachelor's degree levels.
- Master's-level high-demand programs not offered include city/urban planning, general public health and public policy analysis.
- Most of the high-demand doctoral programs are either available or have received planning approval at institutions in the South Texas region.

### Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's Alamo, Cameron County, Coastal Bend, Golden Crescent, Lower Rio Grande Valley, Middle Rio Grande and South Texas workforce development areas (WDA) delineates the South Texas region in this report.

- Alamo: This area is the third-largest growing WDA in the state. The first six of the 10 fastest growing occupations are computer-related.
- Coastal Bend: Fastest growing occupations include Computer Support Specialists, Medical Assistants, Child Care Workers, and Security Guards.
- Golden Crescent: Farmer & Rancher and Registered Nurse occupations are anticipated to add the most jobs. Three of the top ten fastest growing occupations require a degree.
- Lower Rio Grande Valley: With a large number of children among the region's population, education-related occupations are among the fastest growing (Elementary and Secondary School Teachers, Counselors, Teacher's Assistants and Administrators).

- Middle Rio Grande: With a large number of children among the region's population, education-related occupations are among the fastest growing (Elementary and Secondary School Teachers, Counselors, Teacher's Assistants, and Administrators).
- South Texas: Occupations adding the most jobs in terms of numbers include Truck Drivers and Elementary School Teachers. The fastest growing occupations include Teacher Assistants, Child Care Workers and Secondary School Teachers. Two of the top five occupations adding the most jobs require a bachelor's degree.

### Recent Activities

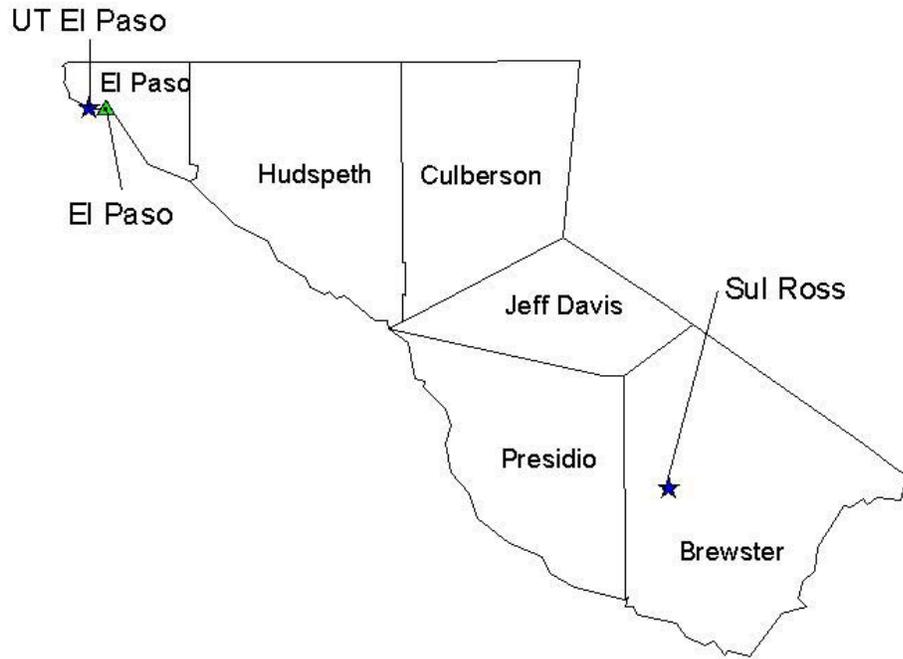
- South Texas College received approval to develop baccalaureate programs in technical program areas.
- Laredo Community College opened part of a new \$50 million campus in March 2004. The campus offers a regional police academy, programs in child development, automotive technology and computer electronics.
- Texas A&M International University recently received approval for its first doctoral degree, in International Business Administration.

### Regional Highlights

Most of the South Texas population is in the 15-to-34 age group. Unfortunately, this region has an extremely low high school educational attainment rate among the adult (25 and over) population. Collaborations between higher education and public education should be expanded to encourage more students to graduate from high school and continue into higher education.

The institutions in South Texas should work together to review the needs and student interest in high-demand programs which are relatively small in number in the region. Multi-institutional partnerships will continue to contribute to the development of needed programs.

Figure 6  
Upper Rio Grande Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The population of the Upper Rio Grande region is projected to increase by approximately 28 percent to 900,017 people by 2015.
- The age 15-to-34 population will grow faster – by 37 percent (or 324,436 people) by 2015, representing the highest percent increase among the regions for this age group, although not the greatest increase numerically.
- Currently, the racial/ethnic mix of the age 15-to-34 population in the Upper Rio Grande region is 14 percent White, 3 percent African-American, and 81 percent Hispanic. By 2015, that population is expected to be 8 percent White, 3 percent African-American, and 87 percent Hispanic.
- Only 65.6 percent of the region’s adult (25 or older) population has a high school diploma or GED; 21.7 percent have an associate’s or higher degree (sixth among the 10 regions) and 16.7 percent have a baccalaureate or higher degree (tied for seventh among the 10 regions).

- The region's enrollment potential may be expanded to include students from cities in nearby New Mexico (Las Cruces) and Mexico (Juarez).

### Enrollment

- The Upper Rio Grande region leads other regions in the percentage of students remaining within the region for their education. Of the 19,095 students from the region attending a university, 16,142 students (84.5 percent) remain in the region; of the 21,544 two-year college students, 21,227 remain in the region (98.5 percent). The region also leads the state with a 5.8 percent higher education participation rate.
- Targeted enrollment growth determined by institutions in the region is over 10,000 additional students, with 92.2 percent of the targeted growth at the university level. This differs from the other regions, where the majority of enrollment growth is predicted at two-year colleges.
- An additional 619 faculty members will be needed at the university level. Two-year college faculty may need to increase by 136 as calculated by the Coordinating Board's Participation and Success Forecast (the two-year college in the region has already surpassed its *Closing the Gaps* targets).

### Educational Opportunities

- Fewer programs are offered in the Upper Rio Grande than in any other of the five high-growth regions, primarily because of the small number of institutions in the region and because of the relatively low population compared to South Texas, the Gulf Coast and others. Many bachelor's- and master's-level high-demand programs have received planning approval from the Coordinating Board.
- Law enforcement/police science programs in this region are available at the certificate level instead of the associate's level (the program was closed in favor of the certificate program). Likewise, an associate's automotive and precision metals (welding) program was closed in 1996 due to low enrollment and the lack of employment opportunities.

### Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's Upper Rio Grande workforce development area (WDA) delineates the Upper Rio Grande region in this report.

- Fast Food Preparation & Serving Workers is the occupational category projected to add the most jobs from 2000 to 2010. Computer Support Specialists is the projected fastest growing occupation, followed by Medical Assistants.
- Eight of the top 25 fastest growing occupations require a bachelor's or higher degree.

### Recent Activities

- Texas Tech University Health Sciences Center has begun recruiting faculty members in Odessa to accommodate the conversion of its El Paso campus into a four-year medical school.
- El Paso area school districts are creating college-readiness programs and strengthening graduation requirements in the areas of math and science.

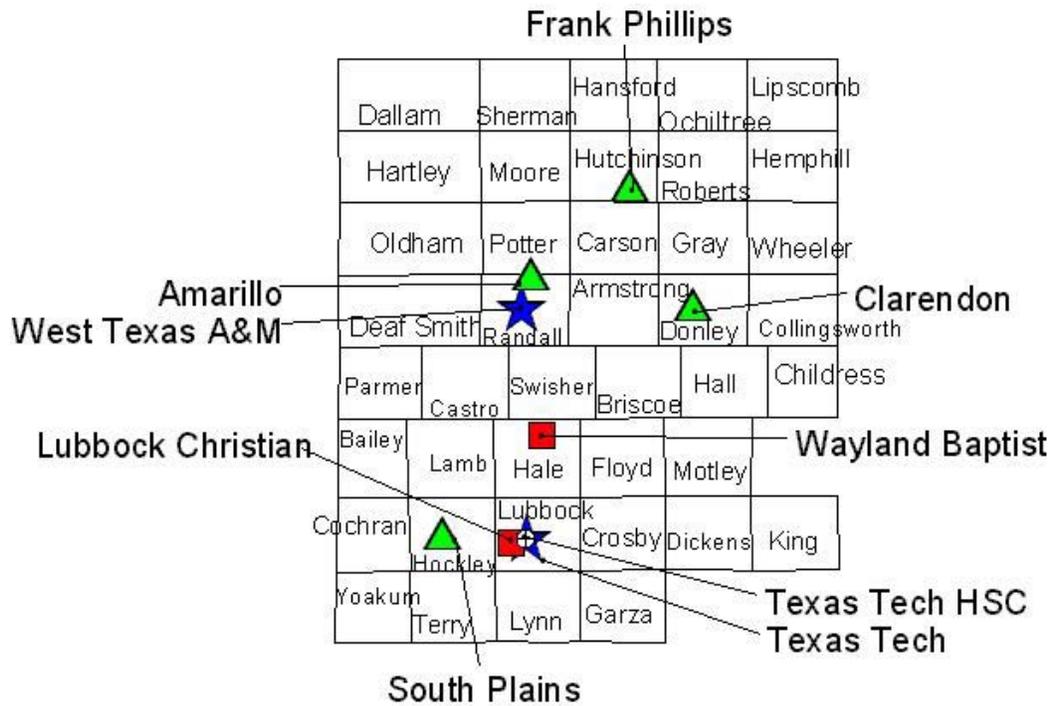
- An agreement between El Paso Community College District and The University of Texas at El Paso allows students who want to attend both schools concurrently to apply for admission with a single application.

### Regional Highlights

Investment in education will be critical for reducing the relatively under-educated population and improving the weak economy of the region. The distance between El Paso (where the majority of the regional population lives) and the rest of the state and the fact that so many students remain in the region to attend college make it essential that program offerings support the needs of the region. Scheduled construction projects include Sul Ross State University's plans to build new dormitories to replace old structures, and a new research building at Texas Tech Health Sciences Center Regional Academic Center in El Paso.

Educational attainment levels among its adult population (25 and over) are low. To increase educational attainment, it is important to continue to develop current P-16 collaborations to encourage and mentor students to complete high school and continue into college. Positive partnerships, such as The University of Texas at El Paso and El Paso Community College's program to facilitate transferability between both institutions by using a common application for those students who would attend both concurrently. As plans for graduate-level medical programs proceed, the two-year college in the region will likely experience an increase in the need for medical technicians (surgical, operating room, etc.) and medical administrative programs. However, the region is relatively isolated and may therefore have limited career opportunities for these graduates.

Figure 7  
High Plains Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

\*Note: All extension centers and branch campuses are not shown.

### Demographics

- In 2000, almost 781,000 people lived in the High Plains region. Of these, 255,038 were in the 15-to-34 age group (approximately equal to the state average). Both the total population and the age 15-to-34 population are projected to increase by a moderate 12 to 15 percent by 2015.
- Currently, the racial/ethnic mix of the age 15-to-34 population in the High Plains region is 58 percent White, 6 percent African-American, and 34 percent Hispanic. By 2015, the racial/ethnic mix is projected to be 50 percent White, 7 percent African-American, and 41 percent Hispanic.
- Seventy-five percent of the population has at least a high school diploma, while 24.1 percent has an associate's or higher degree and 18.8 percent has a baccalaureate or higher degree.

### Enrollment

- Higher education participation within the region is at 4.7 percent, or slightly above the state average of 4.5 percent. Approximately 81.1 percent (13,444 students) of university students remain in the region, and 96.4 percent (19,021 students) pursue college in the region.
- Fall 2003 minority enrollment at institutions in the region is low, with only 14.9 percent of the enrollment Hispanic, compared to 26 percent statewide. African-American enrollment was only 3.5 percent in the region and 11 percent statewide.
- Targeted enrollment growth determined by the institutions in the region totals a relatively low 17,176 students. Fifty-four percent of the growth is expected at the university level.
- To maintain the current faculty/student ratio, universities will need to add 667 faculty members and two-year colleges will need 353 more faculty members.

### Educational Opportunities

- Overall the region has a good range of program offerings at the associate's, baccalaureate, master's and doctoral levels. Consideration of adding some of the high-demand certificate-level programs may be warranted.

### Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's Panhandle and South Plains workforce development areas (WDA) delineates the High Plains region in this report.

- Panhandle: The Farmers & Ranchers category is projected to add the most jobs by 2010. Of the top five occupations adding the most jobs, only one requires an associate's degree. Two of the top five fastest growing occupations require a degree (Computer System's Analyst and Registered Nurses).
- South Plains: Of the top five occupations adding the most jobs, one requires an associate's degree while the others require on-the-job training. Four of the five fastest growing jobs require only on-the-job training. The educational requirements of the top five occupations in the area may indicate that the majority of jobs in the future may not be the highest-paying occupations.

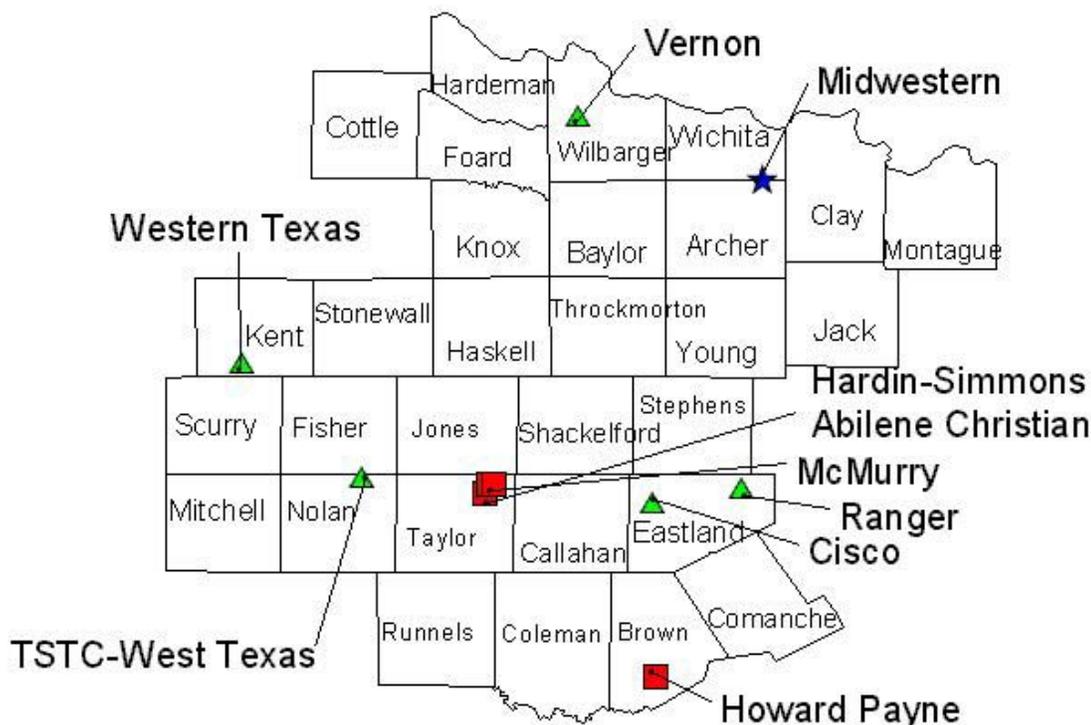
### Recent Activities

- Texas Tech University announced a contract with students to encourage them to graduate in four years. If all of the requirements are met, participants will not pay for more than four years of college tuition.

### Regional Highlights

There are adequate educational opportunities in this region, and the institutions in the region continue to plan to meet future needs. Multi-institutional partnerships will continue to contribute to the educational opportunities within the region.

Figure 8  
Northwest Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The Northwest region is among the least populated of the 10 regions, with 549,267 people in 2000 and 569,238 people projected by 2015. The region has the state's lowest projected population growth rate (3.6 percent).
- The 15-to-34 population is projected to increase by 7.5 percent (also the state's lowest) to 179,086 people by 2015.
- Currently, the racial/ethnic mix of the age 15-to-34 population in the Northwest Texas region is 69 percent White, 8 percent African-American, and 20 percent Hispanic. This age group in the region is projected to be 60 percent White, 9 percent African-American, and 28 percent Hispanic by 2015.
- Approximately 76.1 percent of the population has a high school diploma, 21.4 percent has an associate's or higher degree (compared to a state average of 28.5 percent), and 16.7 percent has a bachelor's or higher degree (compared to a state average of 23.2 percent).

## Enrollment

- Among the 10 regions, the Northwest region has the second-highest percentage (63.1 percent) of its university students enrolled outside the region. The region with the highest percentage of its students enrolled in two-year colleges outside of the region is the Northwest region (14.6 percent), which slightly exceeds the Southeast region (14.4 percent).
- Total public higher education enrollment in the region is 16,248 students (6,420 students in universities and 9,828 students in two-year colleges).
- The region's 3.7 percent higher education participation rate is the lowest among the regions; the state average is 4.5 percent.
- This region has the smallest institutionally targeted enrollment increase (3,511 students), based primarily on having the smallest projected population increase in the state.
- An additional 54 university faculty members and an additional 146 two-year college faculty members will be needed in the region by 2015.

## Educational Opportunities

- There are limited program opportunities at the bachelor's and master's levels within the region since there is only one public university, although several high-demand programs have received Coordinating Board planning approval. The region's university should review the high-demand programs and student interest to see if any of them are needed.
- The absence of health-related associate-level programs, such as those producing medical laboratory technicians and physical therapy assistants, reflect the high expense of equipment and clinical faculty compared to local employment opportunities. Two-year colleges in the area may need to review the list of missing high-demand programs to determine if any of them are appropriate for meeting the region's needs.

## Employment

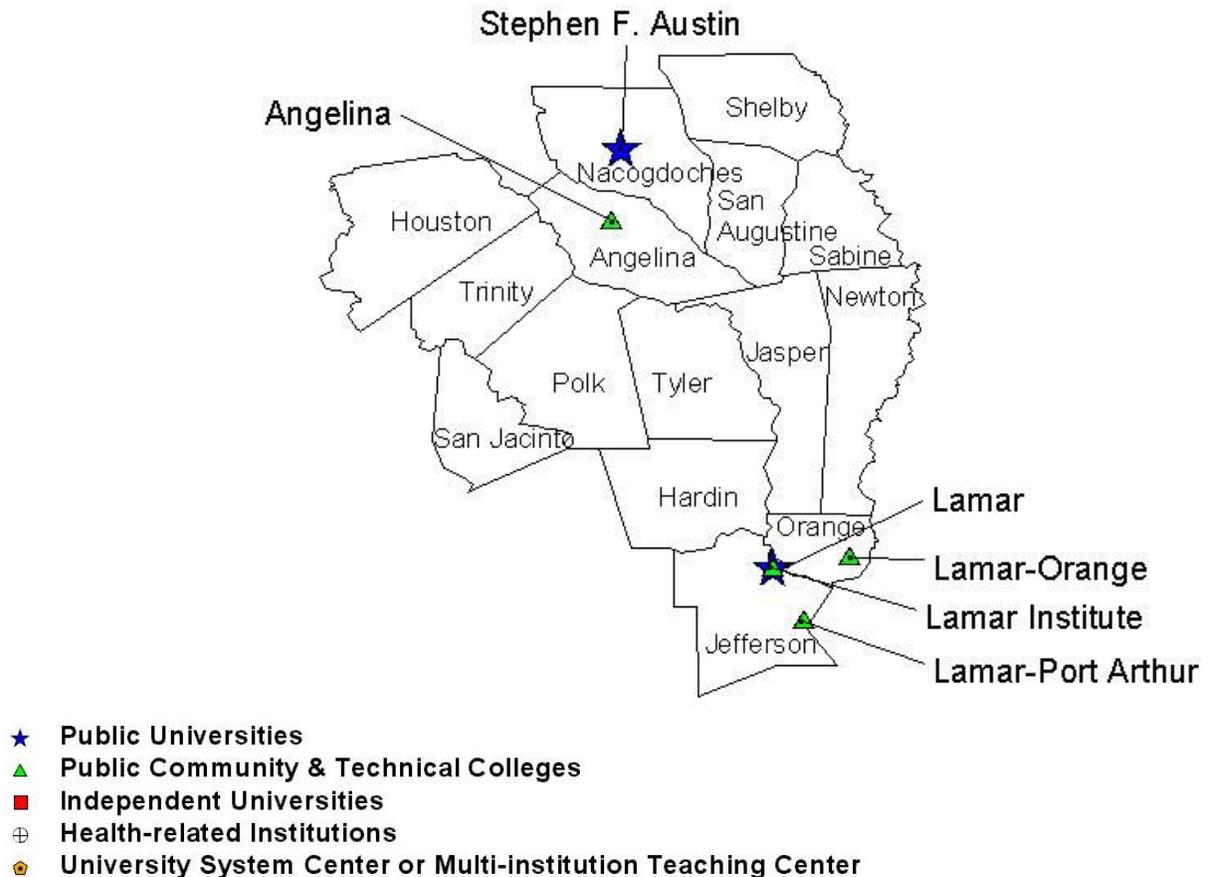
All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's North Texas and West Central Texas workforce development areas (WDA) delineate the Northwest Texas region in this report.

- North Texas: The two projected fastest growing occupations are Police & Sheriff's Patrol Officers and Correctional Officers & Jailers. Three of the 10 fastest-growing occupations require a degree.
- West Central Texas: Farmers & Ranchers is the occupation projected to increase the most in terms of number of jobs. Three of the 10 fastest-growing occupations require a degree or postsecondary vocational training.

## Regional Highlights

Despite the low population and low enrollment growth expected in the region, two-year colleges may require assistance for facilities. The two-year colleges in the region are hampered by low assessed valuations in their taxing districts. Multi-institutional partnerships could help expand educational opportunities and improve facility use efficiencies in the region.

Figure 9  
Southeast Texas Region Institutions of Higher Education



\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The population of the Southeast Texas region is projected to increase at one of the slowest rates in the state — 9.6 percent. This increase will add 70,948 people, bringing the region’s population to 811,900 people by 2015.
- In addition, the 12 percent projected increase in the 15-to-34 population for this region (from 221,736 people in 2000 to 249,199 age 15-to-34 people by 2015) is relatively small, compared to the state average of 34.6 percent.
- The racial/ethnic mix of the 15-to-34 population for 2015 is projected to be 53 percent White, 25 percent African-American, and 19 percent Hispanic, giving the region one of the highest proportions of Whites and African-Americans and one of the lowest proportions of Hispanics in its population. The current population is 62.4 percent White, 23.3 percent African-American, and 12.1 percent Hispanic.
- The percent of adults with a high school diploma or GED (75.2 percent) approximates the state average (75.7 percent); but the region ranks lowest in adults with an associate’s or higher degree (18.4 percent) or with a baccalaureate or higher degree (13.9 percent).

## Enrollment

- Approximately two-thirds (68.2 percent, or 11,504 students) of university students from the region are enrolled in the region. The Southeast region (14.4 percent) almost ties the Northwest region (14.6 percent) for the region with the highest percentage of local students attending two-year colleges outside of the region.
- The higher education participation rate is 4 percent, below the state average of 4.5 percent.
- Targeted enrollment determined by the institutions for the region is 9,959 students, with 30.8 percent of the growth in the two-year sector.
- An additional 394 faculty members will be needed at the university level and an additional 171 faculty members will be needed at the two-year college level by 2015.

## Educational Opportunities

- The region provides a wide range of high-demand programs at the associate's and baccalaureate degree levels. Program offerings at the master's degree level are more limited, but planning authority is approved in many areas.
- The absence of health-related certificate programs, such as medical assistant and nursing assistant/aide, reflect the high expense of equipment and clinical faculty relative to local employment opportunities.

## Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. In that document, TWC's Deep East Texas area with a small section of the eastern-most Gulf Coast workforce development area (WDA) delineates the Southeast Texas region in this report.

- Registered Nurses is one of the top occupations in terms of adding the most jobs. Child Care Workers and Correctional Officers & Jailers categories are tied for the projected fastest growing occupations.
- Of the top five occupations adding the most jobs, two require degrees. All five of the top five fastest growing occupations require on-the-job training. The educational requirements of the top five occupations may indicate that the majority of jobs in the future may not be among the highest paying occupations.

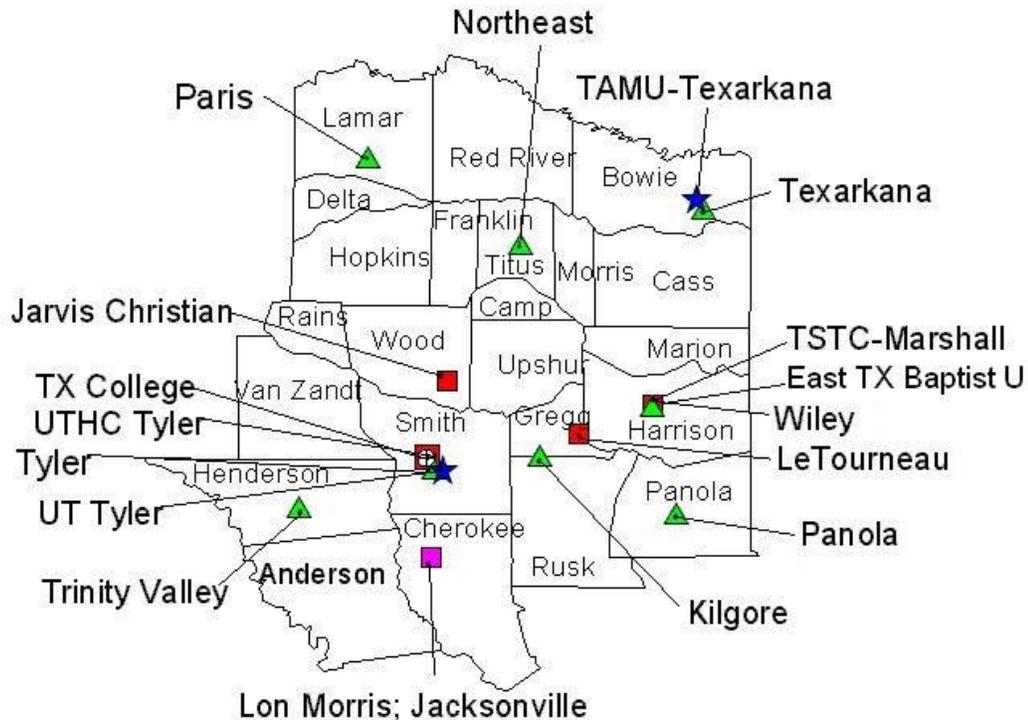
## Recent Activities

- Stephen F. Austin State University is expecting a \$4.1 million federal appropriation to create the prototype for a regional geospatial service center which will assist the nation in managing resources and respond in emergency situations. The concept is a cooperative effort between the Texas Army National Guard, Stephen F. Austin State University and The University of Texas at El Paso.

## Regional Highlights

Higher education institutions in this region appear to be meeting its needs. Institutions in the region should review the need for high-demand programs for which planning authority has already been granted to determine if there is sufficient student demand to begin implementation of the program. Multi-institutional partnerships can offer additional educational opportunities within the region.

Figure 10  
Upper East Texas Region Institutions of Higher Education



- ★ Public Universities
- ▲ Public Community & Technical Colleges
- Independent Universities
- ⊕ Health-related Institutions
- 🏠 University System Center or Multi-institution Teaching Center

\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The Upper East Texas region expects a 15.7 percent increase in overall population to 1.175 million people by 2015. The region included 291,115 residents in the 15-to-34 age group in 2000, a figure anticipated to increase by 16 percent to 337,425 by 2015.
- The 2015 racial/ethnic mix of the age 15-to-34 population in the Upper East Texas Region is projected to be 58 percent White, 19 percent African-American, and 22 percent Hispanic (among the highest proportions of Whites and African-Americans in the state). The current 15-to-34 population is 66.9 percent White, 18.9 percent African-American, and 13.1 percent Hispanic.
- Among adults 25 or older, 75.1 percent have a high school diploma, 20.8 percent have an associate's degree, and 15.3 percent have a baccalaureate degree.
- The region's enrollment potential may be expanded to include students from cities in nearby Oklahoma (Idabel) and Arkansas (Texarkana).

## Enrollment

- The higher education participation rate is 4.1 percent, below the state average of 4.5 percent. The region has the highest percentage of students attending universities outside of the region (67.1 percent, down from 71.6 percent in 2001). In 2003, 95.8 percent of the region's two-year college students enrolled within the region.
- Only 1.4 percent of the region's population is enrolled a university—the lowest university participation rate in the state. However, this region did not have a four-year university, without enrollment caps until the fall of 2002, when The University of Texas at Tyler expanded to include freshmen- and sophomore-level courses.
- The region's targeted enrollment of 6,294 students is reasonable when compared to recent enrollment trends. Approximately 30.7 percent of this enrollment target is expected at the two-year level (different from most other regions, where enrollment is projected to increase mainly at the two-year college level).
- An increase of 279 faculty members will be needed at the university level and 94 faculty members will be needed at the two-year college level by 2015.

## Educational Opportunities

- Although The University of Texas Health Center at Tyler is in the region, the facility primarily conducts research and does not enroll students.
- The region includes the state's only independent two-year, lower-division colleges and three of the state's six independent historically black universities.
- All of the associate's level high-demand programs are available in the region, with only a few high-demand certificate programs not offered.
- There are many high-demand programs that are not offered in the region at either the baccalaureate or master's degree level.

## Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's East Texas and North East Texas workforce development areas (WDA) delineate the Upper East Texas region in this report.

- East Texas: Registered Nurses is the occupation expected to add the most jobs from 2000 to 2010. Computer Support Specialists is the projected fastest growing occupation, followed by Computer Systems Analyst. Five of the 10 fastest growing occupations in this area require an associate's or higher degree.
- North East Texas: Farmers & Ranchers and Registered Nurses are almost tied as the occupations projected to add the most jobs by 2010. Teachers are the only occupation on the 25 fastest growing occupations that require a bachelor's degree.

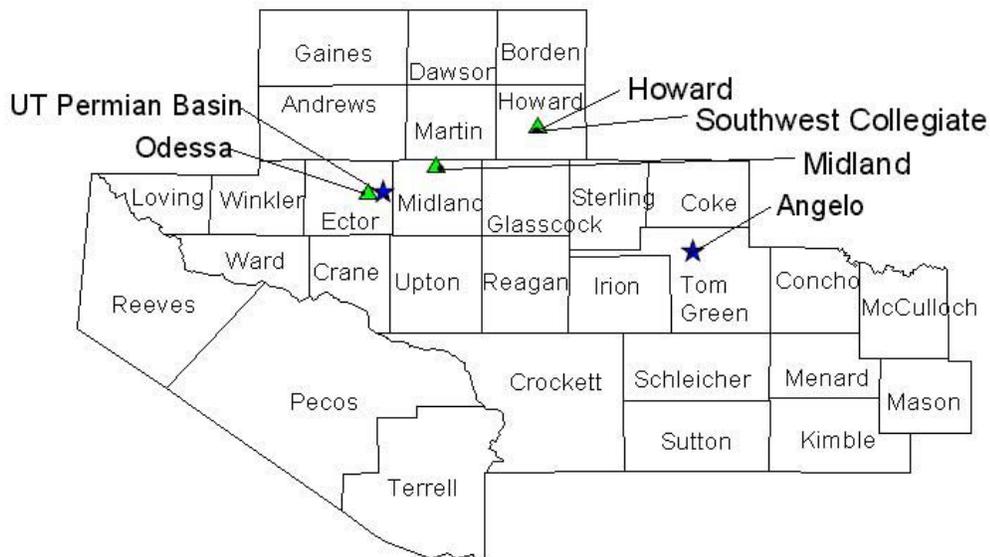
## Recent Activities

- The Texas A&M University Board of Regents accepted 300 acres of land from the City of Texarkana for the future site of Texas A&M University-Texarkana.

## Regional Highlights

The institutions should review high-demand programs not available to determine if there are programs that should be considered for implementation. Additional programs will be generated through Texas A&M University-Texarkana's downward expansion from a senior-level institution to offer freshman- and sophomore-level courses. This will add educational opportunities in the region and may improve the region's low student participation rate at universities.

Figure 11  
West Texas Region Institutions of Higher Education



- ★ **Public Universities**
- ▲ **Public Community & Technical Colleges**
- **Independent Universities**
- ⊕ **Health-related Institutions**
- 🏠 **University System Center or Multi-institution Teaching Center**

\*Note: All extension centers and branch campuses are not shown.

### Demographics

- The population of the West Texas region is projected to increase at a moderate 8.5 percent, from 524,884 people in 2000 to 569,384 people in 2015.
- The increase in the 15-to-34 population is slightly greater (12 percent), reflecting a projected increase from 160,998 people in 2000 to 180,889 people by 2015. This increase is relatively small, compared to the state average of 34.6 percent.
- In 2000, the West Texas region was the least-populated region of the state, and it is projected to remain 9th or 10th among the 10 regions through 2015.
- The racial/ethnic mix of the age 15-to-34 population in the West Texas region is projected for 2015 to be 38 percent White, 6 percent African-American, and 55 percent Hispanic. The 15-to-34 population is currently 47.9 percent White, 5 percent African-American, and 45.9 percent Hispanic.
- Educational attainment in West Texas is among the lowest three regions. Approximately 71.2 percent of adults in the region have a high school diploma or equivalent, 21.3 percent have an associate's or higher degree, and 16.4 percent have a baccalaureate or higher degree.
- The region's enrollment potential may be expanded to include students from the New Mexico border area, such as the city of Hobbs.

### Enrollment

- Total higher education enrollment of students from the region is 24,550 students, with 11,450 of them enrolled in universities. Of the students attending a university, 51.9 percent or 5,940 students, are enrolled in the region. Of the 13,100 two-year college students, 91.5 percent, or 11,984 students, remain within the region.
- The targeted enrollment for the West Texas region is a modest 8,049 students, with about 54 percent at the two-year level.
- Projected faculty needs are relatively low, with 212 and 237 additional faculty members projected for the region's universities and two-year colleges, respectively.

### Educational Opportunities

- Several high-demand award programs are not offered in the region. The colleges and universities in the area may wish to review the list of missing high-demand programs as appropriate for meeting the region's needs.

### Employment

All data included in this section is from "Jobs in the 21st Century" published by the Texas Workforce Commission (TWC) in December 2003. The TWC's Concho Valley and Permian Basin workforce development areas (WDA) delineate the West Texas region in this report.

- Concho Valley: Registered Nurses is the occupation projected to add the most jobs by 2010, and is also the projected fastest-growing occupation. Five of the 25 fastest-growing occupations require a degree.
- Permian Basin: Fast Food Preparation Workers, Farmers & Ranchers and Registered Nurses make up the top three occupations in terms of new jobs added to the area. Five of the 25 fastest growing occupations require a higher education degree.

### Recent Activities

- The University of Texas-Permian Basin will begin offering a master's degree in Spanish in fall 2004.
- Midland College received approval to develop baccalaureate programs in technical program areas.
- A new highway is anticipated to increase traffic through Alpine by connecting Midland and Odessa to the Mexican coastal town of Topolobampo. An increase in foreign trade may result in increased economic development along the route.

### Regional Highlights

The University of Texas of the Permian Basin has added several new degree programs, including the Bachelor of Applied Arts and Sciences (BAAS) degree. The institutions in the region should review the high-demand programs currently not available to see if there are programs that should be considered for implementation. Multi-institutional partnerships will contribute to the educational opportunities available within the region.

## Recommendations

### Projected Faculty Needs.

Increasing enrollment will require the hiring of more faculty, and many faculty positions are already difficult to fill. Community colleges will need more than an estimated 10,250 additional faculty and universities will need an estimated additional 7,504 faculty by 2015 if enrollment targets are achieved, no changes are made to existing processes of delivering higher education services, and current faculty/student ratios are maintained.

- The Coordinating Board should study future faculty needs at all levels of higher education throughout the state.

### Delivery of Higher Education Services.

- Data analysis capabilities, such as the ability to follow cohorts of students, will continue to expand. The Coordinating Board is poised not only to document education trends, but to take the lead in identifying opportunities for improvement across the state.
- The Coordinating Board should work with universities and community college districts in identifying opportunities to increase effective and efficient processes in key areas, including the utilization of existing facilities, student transfers and student retention.
- High-demand certificate, associate, baccalaureate and master's programs are available in most regions. Some high-demand program areas are available in all regions, but efforts to enroll and graduate more students should be increased and enhanced.

### Educational Opportunities and High-Demand Programs.

Overall, a broad range of educational opportunities is available to students in all regions. The state has two underlying issues: a) critical field areas where programs are available, but students are not enrolling and graduating in sufficient number to meet job market demand; and b) inadequate high-demand programs in some regions.

An analysis of degree programs available at public universities, health-related institutions, and two-year colleges statewide and regionally was conducted, with a focus on the five geographic areas with the greatest need for higher education opportunities. Degrees by level and the related methodology for identifying high-demand awards are provided in Appendix C.

In summary, the study of high-demand programs indicates and suggests that:

- Student access to excellent high-quality programs should be a priority. The sharing of “best practices” with the Coordinating Board serving as a collection and dissemination point is logical.

- Coordinating Board staff will meet with representatives of institutions in each region to discuss any unmet high-demand degree program needs in their regions. Program proposals submitted to address unmet needs would continue to go through the Coordinating Board's normal review and approval process and would be considered in the context of statewide needs. We anticipate that in some instances, multi-institutional partnerships, other collaborations, and distance delivery programs will be the most appropriate means to provide access to some program needs.

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